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COURSES IN LATIN AND GREEK FOR SECONDARY SCHOOLS

At the last meeting of the National Educational Association, held in Buffalo, in July 1896, a communication was sent to the American Philological Association, then in session, requesting the latter to prepare model courses in Latin and Greek for secondary schools. The Philological Association directed its Committee of Twelve, which had already put forth reports on the study of Latin and Greek in secondary schools,¹ to lay out courses of study in the two languages as requested.

The Committee of Twelve held a preliminary meeting in New York City on December 30, 1896. It was voted to send out a circular of inquiry to teachers in all parts of the country, asking for information regarding the present condition of the study of the classics, and for suggestions in relation to the making of classical programmes. It was further decided to invite representative men engaged in the work of secondary education to coöperate, as auxiliary committees for Latin and for Greek, with the committee of the Philological Association, and to have a meeting of the combined committees in the spring vacation of the present year. It was agreed that in the work of the committees the following aims should be kept in view:

(a) To provide standard or normal courses for the guidance of teachers, indicating in general how the time set aside for the study of Latin and Greek in secondary schools can be utilized to the best advantage as regards the range of work to be covered and the order of subjects and of authors.

¹ See the *Proceedings of the American Philological Association*, Vol. XXVI, Proceedings for July, 1895, pp. 32-41; Vol. XXVII, pp. 51-55; *SCHOOL REVIEW*, Vol. III, pp. 434-441; Vol. IV, pp. 472-474; *Journal of Proceedings and Addresses of the National Educational Association*, Denver meeting, 1895, pp. 580, 637; Buffalo meeting, 1896, pp. 560-562.

(*b*) To justify on pedagogical grounds the courses that shall be laid out.

(*c*) To point out how the entrance requirements in Latin and Greek of the leading colleges and universities can be so adjusted to the courses recommended as to admit, to collegiate work, students from any part of the country who shall furnish sufficient evidence that they have satisfactorily completed these courses.¹

The committees thus charged with the task of laying out the courses in Latin and Greek are given on p. 367.²

These committees met in New York April 14, only a few members being absent. Dr. Arthur Fairbanks, of Yale University, presented a summary of the answers to the circular of inquiry (see page 350). Messrs. Hull, Thurber, and Aiton discussed the Latin courses of the secondary schools of England, France, and Germany, pointing out the features in each system that it would be advantageous for American makers of school programmes to take into consideration. Mr. Bishop presented a digest of the resolutions passed by the various American educational associations in regard to Latin and Greek courses. Superintendent Tressler gave an account of the American experiments in maintaining a secondary Latin course of more than four years. Principal Comstock set forth the difficulty of finding a satisfactory substitute for Cæsar; and Principal E. W. Coy took up the question whether Cicero or Virgil should be first read. After a stimulating and fruitful discussion the members of the committees met as two separate sections, one devoting itself to Latin, the other to Greek. The committees adjourned on the evening of April 15.

The Greek section found its task comparatively easy; it soon formulated a series of recommendations and a course of study. The Latin section was at the outset obliged to grapple

¹ Cf. THE SCHOOL REVIEW for June 1896, pp. 446-51.

² In the work of the committees a bibliography, prepared by Professor I. B. Burgess, of the Morgan Park Academy, was found of great assistance. It will be published in the SCHOOL REVIEW for October 1897.

with several complicated problems ; in the limited time at its disposal, it was unable to do more than to lay out, tentatively, a four-year course, and referred the whole matter of five-year and six-year courses to a special subcommittee consisting of Messrs. Hale, Kelsey, Thurber, and Tressler, with whom Dr. A. F. Nightingale, superintendent of the Chicago High Schools, was invited to serve as an additional member.

The Latin subcommittee met in Chicago on May 21 and 22. Reports were presented by Dr. Nightingale and several of the assistant superintendents on the results of the introduction of Latin into the seventh and eighth grades of the Chicago schools. The reports were uniformly favorable, and may well afford encouragement to the friends of Latin study. The subcommittee drew up a six-year course but thought it best not to undertake to lay out a five-year course at present.

While the work of the committees is far from complete, it seems desirable to present to the consideration of those interested the results already reached. The committees will undoubtedly need to have another meeting within the next year. Meanwhile the following programmes and recommendations are published in a tentative way in order to call forth criticism. It is hoped that a large number of teachers and other educational workers will respond to this request for suggestions, and will send their views in regard to the programmes to the chairman of the committee of twelve, Professor Thomas D. Seymour, Yale University, New Haven, Conn. When the programmes are put out in their final form, it is proposed to accompany each recommendation with a concise statement showing the justification of it on pedagogical grounds.

PROPOSED FOUR-YEAR LATIN COURSE.

FIRST YEAR.

Latin lessons, accompanied from an early stage by the reading of simple selections, such as those in *Gradatim*.

Easy reading,—twenty to forty pages of a consecutive text, such as *Viri Romae*.

The reading of Latin with an understanding of the sense independently of, and preliminary to, the formal rendering into idiomatic English,
Practice in reading aloud, with due attention to quantity and accent.
Memorizing of short and interesting passages.

SECOND YEAR.

Any three or four books of Cæsar's *Gallic War*, or any two books, with an equivalent for the other book or books in selections from Nepos or other prose writers.

Ovid, 500 lines of the *Metamorphoses*, to follow the reading of Cæsar.

Practice in writing Latin. Reading Latin aloud and translating, together with training in correct methods of reading, both of prepared and of unprepared passages.

Memorizing of selected passages.

THIRD YEAR.

Sallust, *Catiline*, selected passages.

Cicero, *Orations against Catiline*.

Virgil, *Æneid*, Books I and II.

Writing of Latin. Reading of Latin aloud. Memorizing of selected passages.

FOURTH YEAR.

Virgil, *Æneid*, Books III–VI.

Two orations of Cicero.

Ovid, 1000 lines (where practicable).

Writing of Latin. Reading of Latin aloud. Memorizing of selected passages.

NOTE.—As regards the work of the third and fourth years, the committee did not feel that they ought to prescribe authoritatively a detailed order of studies. In view of the variety in practice among the different schools represented, the committee resolved, after debate, to go no farther than to present a statement of the quantity of work advisable for the last two years, as follows :

Sallust, *Catiline* ; six orations of Cicero ; six books of Virgil's *Æneid* ; and (when found practicable) 1000 lines of Ovid for rapid reading.

This work may be done at the convenience of the different schools in any one of three orders :

First plan : Sallust, Cicero, Virgil.

Second Plan : Virgil, Sallust, Cicero.

Third plan : After the model Latin course recommended by the New England Commission of Colleges, as above.

PLAN OF A SIX-YEAR LATIN COURSE.

FIRST YEAR.

The work of the first year should be devoted to the acquisition of an exact knowledge of forms, and the application of that knowledge in translating from Latin into English and from English into Latin. The vocabulary employed should be of moderate compass, but should be thoroughly mastered. The study of the exercises should be accompanied, from time to time, by the reading of easy connected passages involving the words, forms, and constructions already learned.

Attention should be given to simple etymologies, especially such as throw light upon the meaning of English words.

In all written exercises the long vowels should be marked, and in all oral exercises pains should be made to make the pronunciation conform to the quantities.

The student should be trained to grasp the meaning of the Latin independently of, and as a preliminary to, the formal rendering into idiomatic English; and should be taught to read the Latin aloud with intelligent expression.

SECOND YEAR.

For the first four months the work should be continued on the lines already indicated for the first year, the same text-book being used, when practicable. The remainder of the year should be devoted to the reading of narrative prose of appropriate difficulty, such as fables, and adapted portions of Roman history.

The writing of Latin should be continued throughout the year, as throughout the entire Latin course; the exercises employed should be in the form of paragraphs, not of detached sentences.

THIRD YEAR.

Selections from Cæsar, equivalent in amount to four books; selections from other prose writers, as Nepos, may be taken as a substitute for an amount up to, but not exceeding, two books.

Writing of Latin. Reading of Latin aloud. Memorizing of selected passages.

FOURTH YEAR.

Ovid, 500 lines of pentameter verse.

Sallust, *Catiline* (entire).

Cicero, four orations against Catiline.

Writing of Latin. Reading of Latin aloud. Memorizing of selected passages.

FIFTH YEAR.

Virgil, *Æneid*, Books I–VI.

Cicero, oration for Archias; twenty-five letters of Cicero, equivalent in amount to about fifteen octavo pages.

Writing of Latin. Reading of Latin aloud. Memorizing of selected passages.

SIXTH YEAR.

Virgil, *Æneid*, Books VII–IX, or an equivalent amount selected from the last six books of the *Æneid*.

Cicero, two orations, of which one shall be the oration for the Manilian Law.

Cicero, *De Senectute*.

Ovid, 1000 or more lines of hexameter verse.

THE COURSE IN GREEK.

The Greek Section made the following recommendations:

1. They recommend that three years be devoted to the study of Greek in Secondary Schools, with the understanding that the year consists of not less than thirty-eight weeks of school work, and that five periods of recitation a week, of not less than forty-five minutes each, be given to this study.

2. That Homer be read in the last year of the preparatory course.

3. That, from the beginning, systematic instruction be given in Greek composition, and that exercises in writing Greek, based upon connected reading of Greek Prose, be continued through the third year.

4. They recommend that exercises in the reading of unprepared passages (commonly known as sight reading),¹ be begun at the first of the Greek Course and be continued through it.

5. They recommend heartily a thorough and methodical study of Greek Grammar as the necessary basis of accurate reading.

6. They desire to reaffirm the statements attached to the report of the Greek Conference, which was made to the Com-

¹ Cf. the article on the Unprepared Recitation by Professor I. B. Burgess, in the SCHOOL REVIEW, January 1896, p. 13–22.

mittee of Ten in 1893 (pages 77 to 85 in the U. S. Bureau Document No. 205, 1893).

7. As a specimen course of study for schools, they desire to accept and embody in their report the course of study laid down in the Tenth Annual Report of the New England Commission of Colleges (page 9), as follows :

COURSE OF STUDY RECOMMENDED

FIRST YEAR

First and second terms : Introductory lessons.

Third term : Xenophon's *Anabasis* (20 to 30 pages).

Practice in reading at sight and in writing Greek.

Systematic study of Grammar begun.

SECOND YEAR

Xenophon's *Anabasis* (continued) either alone or with other Attic prose (35 to 120 pages).

Practice in reading at sight, systematic study of the Grammar, thorough grammatical review and practice in writing Greek, both based on study of Books I and II of the *Anabasis*.

THIRD YEAR

Homer (2500 to 4000 lines); *e. g.*, *Iliad* I–III (omitting II, 494–end), and VI–VIII.

Attic Prose (35 to 40 pages) with practice in writing Greek ; Grammar ; practice in reading at sight.

This is herewith presented with our recommendation, being the course recommended by the Commission of New England Colleges on Entrance Examinations, amended only in one point (which brings it into more substantial agreement with the report of the New York Conference held at Columbia University in 1896), in that we advise in the second year the requisition of thorough grammatical review based on the study of Books I and II of the *Anabasis*, instead of on simply Book II of the *Anabasis*.

Note.—If the advanced examination in Greek Composition is not required, the course may be reduced by one lesson a week the first year.

For the Committees,

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